2018–2019 Pathways in Technology Early College High School (P-TECH) and Industry Cluster Innovative Academies (ICIA) Planning

Program authority:	GAA, Article III, Rider 67, 85th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III. Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	February 23, 2018, to June 15, 2019	
Application deadline:	5:00 p.m. Central Time, January 9, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED 2018 JUN -9 PM 2:37 TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER
Contact information:	Heidi Flynn: PTECH@tea.texas.gov; (512) 463-9242	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#		Amendment #
San Antonio ISD	015907	Sam Houston High School/006		
Vendor ID #	ESC Region #			
746002167	20			
Mailing address		City	State	ZIP Code
141 Lavaca Street		San Antonio	TX	78210

Primary Contact

First name	M.I.	Last name	Title
Ashlyn		Barrientes	PTECH Coordinator
Telephone #	Email address		FAX #
(210) 978-7900	aparrish1@saisd.net		

Secondary Contact

First name	M.I.	Last name	Title
John		Strelchun	District Grants Director
Telephone #	Email address		FAX #
(210) 554-2535	jstrelchun@saisd.net		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Matthew		Weber	Deputy Superintendent
Telephone #	Email address		FAX #
(210) 554-2240	mweber1@saisd.net		

Signature (blue ink preferred)   Date signed

Matthew J Weber   01-08-2018

Only the legally responsible party may sign this application.

701-18-102-016

Schedule #1—General Information

County-district number or vendor ID: 015907	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – State Funds	See Important Note For Competitive Grants*	☐
7	Payroll Costs (6100) – Federal Funds		☐
8	Professional and Contracted Services (6200) –State Funds		☐
8	Professional and Contracted Services (6200) – Federal Funds		☐
9	Supplies and Materials (6300) –State Funds		☐
9	Supplies and Materials (6300) –Federal Funds		☐
10	Other Operating Costs (6400) –State Funds		☐
10	Other Operating Costs (6400) – Federal Funds		☐
11	Capital Outlay (6600) –State Funds		☐
11	Capital Outlay (6600) –Federal Funds		☐
13	Needs Assessment	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the **General and Fiscal Guidelines**.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all **General Provisions and Assurances** requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all **Debarment and Suspension Certification** requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will work with the TEA chosen assistance provider as outlined in this RFA.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3a: Revised Budget For State Funds

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Part 3b: Revised Budget For Federal Funds

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

	Schedule #4—Request for Amendment (cont.)		
County-district number or vendor ID: 015907		Amendment # (for amendments only):	

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015907	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate which grant you are applying for:

☒ P-TECH   ☐ ICIA   ☐ Both

San Antonio Independent School District (SAISD) seeks a Planning Grant to establish a P-TECH program at Sam Houston High School (Sam Houston), one of the district's seven high schools that educates 1,116 9th-12th grade students each year, 91.3% of who are economically disadvantaged, and 96% of who are Hispanic or African-American. Through our partnership with Accenture – one of the world's largest IT employers – Alamo Colleges, our local community college district, and additional employer partners to be identified, the Sam Houston P-TECH program will allow up to 300 9th-12th grade SAISD students each year to earn 1) a high school diploma; 2) industry-recognized certificates in Computer Information Systems (CIS) offered by St. Philip's College (SPC), one of the five Alamo Colleges; 3) any one of the four associate of applied science (AAS) degrees in CIS offered by SPC; or 4) up to 45 hours of college credit that will count toward a bachelor of science (BS) in Mechanical Engineering, all at no cost to them. Sam Houston P-TECH directly focuses on one of the Governor's Industry Cluster areas – Computer Information and Technology – and Mechanical Engineering students will be prepared to fill roles in several of the Governor's Industry Cluster Areas, including Energy, Petroleum Refining and Chemical Products, Aerospace and Defense Advanced Technologies and Manufacturing, Architecture and Construction, and Advanced Technologies and Manufacturing. All CIS credits will be seamlessly transferable to bachelor of applied arts and science (BAAS) programs in CIS offered by universities such as Texas A&M University – San Antonio (TAMU-SA), and all credits earned in Engineering will seamlessly transfer to any one of the 16 public universities in Texas that participate in the Mechanical Engineering Voluntary Transfer Compact. Sam Houston P-TECH will prepare students to fill some of our region's most in-demand occupations with starting salaries of $46,000-$137,000 per year.

Sam Houston is the only comprehensive high school serving San Antonio's Eastside, a historically African-American community that includes the Eastside Promise Zone, one of the first five Promise Zones in the nation. In the Eastside Promise Zone, where most Sam Houston students reside, nearly half (44%) of all families live on less than $35,000 per year, nearly one in every four families (24%) live in poverty, and almost one-third (27%) of all households receive food stamps. Employers, the city of San Antonio, SAISD and a host of other nonprofit organizations are partners in multiple efforts to transform the Eastside Promise Zone from poverty into a viable, mixed-income neighborhood with high-quality schools, housing and jobs. The Sam Houston P-TECH program is the latest manifestation of SAISD's efforts to help accomplish this vision.

Success in higher education is essential to turning the tide of generational poverty. Young people who earn an associate degree can expect to make an additional $500,000 over their lifetimes when compared to their peers who do not go to college, and those who earn a bachelor's degree can expect to make an additional $1.6 million. Nearly all Sam Houston students express an interest in attending college upon entering the 9th grade, yet only 83% of those students earn their diploma on time and immediately enroll in college after graduation, largely because of their inability to afford higher education.

In full compliance with all statutory and TEA requirements for the P-TECH program, Sam Houston P-TECH will eliminate these barriers to earning a college degree by allowing students to earn a high school diploma, industry-recognized certificate, and AAS degree completely free of charge in up to six years, all while gaining practical skills for success on the job via workplace learning experiences that begin in their first year of high school. Accenture, our employer partner, pledges to work with SAISD as part of this project over the next 16 months to develop mentoring opportunities and work-based learning experiences for P-TECH students at Accenture's offices in San Antonio. After obtaining the AAS diploma, students will be eligible to apply for full time employment at AFS. P-TECH graduates who use their credential to work in network administration, cybersecurity, or web development occupations in the Alamo Workforce Development Area (WDA) can expect to make nearly twice the average income for families in the Eastside Promise Zone. Those who earn BAAS degrees in CIS or BS degrees in Mechanical Engineering will be prepared to fill jobs in our region that are expected to grow between 15%-30% through 2024.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015907	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Sam Houston P-TECH will be operated as a no-cost, open-enrollment "school within a school" were all SAISD students and students from outside the district will be eligible for enrollment. SAISD will explore the possibility of reserving at least 75% of seats for students who currently reside in the Sam Houston attendace zone and who are at-risk of dropping out, as defined by the TEC, §29.081, and/or who are traditionally under-represented in college, including potential first-generation college students, English learners, students who are economically disadvantaged, and students who receive special education services. This ensures compliance with the defined goals and purposes of the P-TECH program, specifically its focus on "increasing access for students who are traditionally underrepresented in higher education and the skilled workforce."

The plan for Sam Houston P-TECH was born from SAISD's Eastside Promise Neighborhood Transition Plan, which calls for emphasizing and strengthening science, technology, engineering, and math (STEM) curriculum in all of SAISD's schools in the Eastside Promise Zone, including Sam Houston. These schools have undergone significant redesigns to create a platform from which to build a strong STEM pipeline from the earliest grades through high school. With funding from the Promise Neighborhood Grant Program, school redesigns have focused on building teacher capacity and improved student performance in STEM, along with aligning curriculum and professional development. Sam Houston took a second significant step toward establishing a P-TECH program in 2012 via establishment of its open-enrollment Engineering and Computer Science Institute, which allows Sam Houston students in grades 9-12 to earn up to 21 hours of college credit at no cost via pre-identified Advanced Placement and dual credit courses offered through SPC. Work-based learning experiences have been established for Engineering Institute students, including paid internships at Accenture for 12th grade students; DC Industries' hands-on cybersecurity training and mentoring for 9th-12th graders who participate in Sam Houston's Cyber Patriot team; in-class learning experiences and mentoring for all grades provided by local Boeing employees, and job-shadowing opportunities with the San Antonio Spurs Enterprise for 9th-12th graders. SAISD hired a full-time P-TECH Coordinator for Sam Houston in July 2017.

While much progress has been made, Sam Houston's P-TECH Coordinator, the school's Principal, and SAISD Superintendent Pedro Martinez have identified and prioritized several needs – reflected in this grant budget – before the program can begin enrolling students in the 2019-20 academic year. Needs include contracting with a highly-qualified consultant to develop stronger partnerships with business partners and recruiting additional employer partners, student recruitment and marketing materials, and travel for staff members and business partners to visit existing P-Tech campuses.

This project will allow the P-TECH Coordinator to lead a Leadership Design Team in 16 months of intensive planning for the Sam Houston P-TECH program, assisted by representatives from Accenture, SPC, and the TEA. SAISD's Deputy Superintendent will serve on the Leadership Design Committee, ensuring that this project receives consistent, high-quality management and visibility within SAISD.

The primary measure of this project's success will be enrollment of Sam Houston's first cohort of P-TECH students by the 2019-20 school year. Progress will be measured by our achievement of the following statutory and TEA program requirements: 1) development of an Implementation Plan for Sam Houston P-TECH that is based on the P-TECH and ICIA Blueprint and that includes procedures for student recruitment, enrollment, and the provision of additional wrap-around student services; 2) development of written agreements with Accenture, SPC, and other employers that specify parameters for teaching responsibilities and credit transfer, school schedules, work-based learning, and job placement/interviewing procedures for P-TECH graduates, among other details; 3) development of an MOU with SPC that addresses curriculum alignment, instructional materials, the instructional calendar, programs/courses of study, student enrollment and attendance policies, grading periods and policies, and administration of statewide assessments; and 4) the designation of Sam Houston as an approved TSI testing site.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Program authority: GAA, Article III, Rider 67, 85th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)

Grant period: February 23, 2018, to June 15, 2019

Fund code: 429 (State), 289 (Federal)

Budget Summary

Schedule #	Title	Class/Object Code	State Funds (50%)			Federal Funds (50%)		
			Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$0	$0	$0	$0	$0	$0
Schedule #8	Professional and Contracted Services (6200)	6200	$19,000	$0	$19,000	$21,500	$0	$21,500
Schedule #9	Supplies and Materials (6300)	6300	$2,500	$0	$2,500	$0	$0	$0
Schedule #10	Other Operating Costs (6400)	6400	$2,944	$0	$2,944	$2,944	$0	$2,944
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0	$0	$0	$0
	Total direct costs:		$24,444	$0	$24,444	$24,444	$0	$24,444
	2.274% Indirect costs (see note):		N/A	$556	$556	N/A	$556	$556
	Grand total of budgeted costs (add all entries in each column):		$24,444	$556	$25,000	$24,444	$556	$25,000

Administrative Cost Calculation

Enter the total grant amount requested:	$25,000	$25,000
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$2,500	$2,500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs. If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the boxes with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100) – State Funds

County-district number or vendor ID: 015907   Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (State Funds)
Academic/Instructional				
1	Teacher			$
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director			$
5	Project coordinator			$
6	Teacher facilitator			$
7	Teacher supervisor			$
8	Secretary/administrative assistant			$
9	Data entry clerk			$
10	Grant accountant/bookkeeper			$
11	Evaluator/evaluation specialist			$
Auxiliary				
12	Counselor			$
13	Social worker			$
14	Community liaison/parent coordinator			$
Other Employee Positions				
15	Title			$
16	Title			$
17	Title			$
18		Subtotal employee costs:		$0
Substitute, Extra-Duty Pay, Benefits Costs				
19	6112	Substitute pay		$
20	6119	Professional staff extra-duty pay		$
21	6121	Support staff extra-duty pay		$
22	6140	Employee benefits		$
23	61XX	Tuition remission (IHEs only)		$
24		Subtotal substitute, extra-duty, benefits costs		$0
25		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division **Administering a Grant** page.

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Schedule #7—Payroll Costs (6100) -Federal Funds			
County-district number or vendor ID: 015907		Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted (Federal Funds)**
Program Management and Administration			
1 Project director			$
2 Project coordinator			$
3 Support Staff directly working on the program			$
Other Employee Positions			
4 Title			$
5 Title			$
6 Title			$
7		**Grand total:**	$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division
Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200) – State Funds

County-district number or vendor ID: 015907	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted (State Funds)
6269	Rental or lease of buildings, space in buildings, or land	$0
	Specify purpose:	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Consulting services – Develop stronger partnerships with all P-TECH partners.	$15,000
2		$
3		$
4		$
5		$
6		$
b.	Subtotal of professional and contracted services:	$15,000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$4,000
	(Sum of lines a, b, and c) Grand total	$19,000

Schedule #8—Professional and Contracted Services (6200) – Federal Funds

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted (Federal Funds)
6269	Rental or lease of buildings, space in buildings, or land	$0
	Specify purpose:	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Consulting services – Develop stronger partnerships with all P-TECH partners.	$15,000
2		$
3		$
4		$
5		$
6		$
b.	Subtotal of professional and contracted services:	$15,000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$6,500
	(Sum of lines a, b, and c) Grand total	$21,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300) – State Funds	
County-District Number or Vendor ID: 015907	Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (State Funds)
6300	Total supplies and materials that do not require specific approval:	$2,500
	Grand total:	$2,500

Schedule #9—Supplies and Materials (6300) –Federal Funds		
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
63XX	Technology not capitalized	$0
	Specify purpose:	
	Subtotal supplies and materials requiring specific approval:	$0
6300	Total **non-consumable** supplies and materials that do not require specific approval:	$0
	Grand total:	$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400) – State Funds

County-District Number or Vendor ID: 015907	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted (State Funds)**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	$0
6413	Stipends for non-employees other than those included in 6419	$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$0
	Subtotal other operating costs requiring specific approval:	$0
	Remaining 6400—Other operating costs that do not require specific approval:	$2,994
	Grand total:	**$2,994**

Schedule #10—Other Operating Costs (6400) – Federal Funds

Expense Item Description		**Grant Amount Budgeted (Federal Funds)**
6413	Stipends for non-employees other than those included in 6419	$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	$0
	Subtotal other operating costs requiring specific approval:	$0
	Remaining 6400—Other operating costs that do not require specific approval:	$2,994
	Grand total:	**$2,994**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600) – State Funds

County-District Number or Vendor ID: 015907			Amendment number (for amendments only):	

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$
			Grand total:	**$0**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division **Administering a Grant** page.

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Schedule #11—Capital Outlay (6600) – Federal Funds

County-District Number or Vendor ID: 015907			Amendment number (for amendments only):	
#	**Description and Purpose**	**Quantity**	**Unit Cost**	**Grant Amount Budgeted (Federal Funds)**
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
			Grand total:	**$0**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division **Administering a Grant** page.

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sam Houston has been on a path toward establishing a P-TECH program for several years, but it was also selected for this project because the school continues to struggle with widespread academic under preparedness, a below-average four-year graduation rate, and low college enrollment rates. In 2016-17, 55% of all Sam Houston students passed all portions of the STAAR state assessment vs. 75% of all students statewide and 72%-85% of all high school students in predominately middle- and high-income districts in San Antonio. Only 18% of Sam Houston students are enrolled in advanced courses each year – including AP, IB, and dual credit – vs. 45% of their peers statewide. Eighty-four percent (84%) of Sam Houston freshmen who first enrolled in 2012 graduated on time vs. 90% of their peers across the state, and only 49% of all Sam Houston Class of 2015 graduates immediately enrolled in Texas public colleges and universities vs. 56% of high school graduates statewide. Sam Houston received a "Priority" status ranking from the TEA in 2014, meaning it was in the state's bottom 5% of the state's lowest-performing schools.

Sam Houston students' below-average performance and college enrollment rates largely results from poverty's devastating effects on the ability to learn. "Children who are raised in poverty are much less likely to have crucial needs met . . . and, as a result, . . . deficits in these areas inhibit the production of new brain cells, alter the path of maturation, and rework the healthy neural circuitry in children's brains, thereby undermining emotional and social development and predisposing them to emotional dysfunction," (Teaching with Poverty in Mind, 2009). Lackluster college enrollment rates have also played a role in Sam Houston's low accountability rankings. Nearly all (92%) Sam Houston students are economically disadvantaged, and research shows that as many as 2.4 million bachelor's degrees were lost in the last decade due to low-income students' inability to afford higher education (Mortgaging Our Future, 2006). First-generation students are less likely to enroll in college due to inadequate academic preparation and their greater likelihood of being low-income or minority – 88% of adults age 25 and older in the Eastside Promise Zone do not have a college degree, including nearly one-third (30%) who did not graduate from high school.

SAISD administrators, teachers, and staff are dedicated to transforming SAISD into a model urban school district. The district's Blueprint for Success: Target 2020 plan has established 10 measurable goals for significantly increasing student academic achievement, high school graduation rates, and college enrollment rates throughout the district by 2020. Topping the list is a call for 70% of all SAISD schools to be rated B or higher in three years under the state's new accountability system. Other goals include increasing the number of SAISD high school students who take an AP, IB, and/or dual credit classes from 25% to at least 50% and increasing the percentage of SAISD graduates who attend college from 52% to at least 80%. To accomplish this, SAISD is in the process of implementing strategies for turning around consistently low-performing schools like Sam Houston, including the creation of additional magnet, in-district charter schools, and early college high schools (ECHS) that provide flexibility in teaching and a whole-school focus on specific careers. Full-scale implementation of the P-TECH 9-14 model at Sam Houston is one of these many strategies.

P-TECH programs are a proven way to address barriers to timely high school and postsecondary degree completion, particularly for low-income students. Sam Houston P-TECH will significantly improve students' chances of succeeding in higher education and the workforce by smoothing the transitions between high school, college, and the professional world, and by eliminating all costs associated with earning industry-recognized CIS certificates, AAS degrees in IT offered by SPC, or 45 college credit hours toward a BS in Mechanical Engineering. Implementation of this program will help Sam Houston move to earning and consistently maintaining at least a "B" TEA accountability rating by 2020, reversing a years-long trend of underperformance and restoring equity in income and opportunity to San Antonio's Eastside.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Below-average academic performance	Additional flexibility and time to plan the implementation of P-TECH at Sam Houston, a non-traditional program and mode of instruction that will positively affect low-income student performance.
2.	Not enough students taking challenging coursework	Establishment of Sam Houston as a designated TSI testing site, streamlining the process for students to demonstrate their readiness for dual credit and college coursework; establishment of additional wrap-around academic support and counseling services to ensure students are prepared to take challenging coursework as part of their P-TECH degree pathway; expanded dual credit course offerings.
3.	Below-average four-year high school graduation rates	Incorporation of additional work-based learning experiences for students in all grades to incentivize graduation and to expose students to the benefits of earning a college degree; additional opportunities for students to interact with individuals who have a college degree via work-based learning, inspiring them to complete their P-TECH program; the pledge to develop mentoring opportunities and work-based learning experiences for students at Accenture's offices in San Antonio, providing a tangible link between high school completion and a promising career; additional wrap-around counseling services to ensure students are on track to timely high school graduation.
4.	Below-average college-going rates	Establishment of articulation agreements and an MOU with SPC that will allow students to earn their high school diploma, industry-recognized certificates in CIS, AAS degrees in CIS offered by SPC, or 45 hours of college credit toward a BS in Mechanical Engineering within six years at no cost, eliminating financial concerns/limitations that prevent many Sam Houston graduates from enrolling in college; additional academic support to ensure students are ready to enroll in dual credit and college courses when it is time for them to do so; additional counseling support and/or revised policies to ensure students successfully navigate the process of enrolling in dual credit and SPC courses.
5.	Below-average college graduation rates	Additional flexibility in course and academic year scheduling to allow students to complete a high school diploma and college degree simultaneously in four-six years, all at no cost, with all instruction delivered from the confines of Sam Houston's campus.

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Schedule #15—Project Evaluation			

County-district number or vendor ID: 015907 | **Amendment # (for amendments only):**

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Continuous document collection	1.	MOUs
		2.	P-TECH Implementation Plan
		3.	Articulation Agreements
2.	Monthly progress reports	1.	All applicable benchmarks/tasks accomplished
		2.	
		3.	
3.	Culminating project report	1.	All benchmarks/tasks for the project accomplished
		2.	Sam Houston P-TECH welcomes its first cohort of students in 2019-20 academic year
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student-level academic data for Sam Houston P-TECH, including achievement and attendance, will be stored in a comprehensive internal database and tracked every three weeks using SAISD's long-established data collection procedures. Sam Houston personnel will be identified to ensure students' daily attendance, grades, standardized test scores, graduation rates, and college enrollment rates are recorded and reported to SAISD Office of Accountability, Research, Evaluation, and Testing (ARET) throughout each year. ARET personnel will analyze all of this data to determine P-TECH's impact on these traditional measures of student success at least twice each year.

The Sam Houston P-TECH Coordinator will serve as the Director for this project and will be responsible for collecting all data associated with its implementation, including the Implementation Plan for Sam Houston P-TECH, written agreements with Accenture, SPC, and other partners, parameters for curriculum alignment, instructional materials, the instructional calendar, programs/courses of study, student enrollment and attendance policies, grading periods and policies, and administration of statewide assessments; and proof of designation of Sam Houston as an approved TSI testing site. The P-TECH Coordinator will collect this evidence immediately after it becomes available, minutes of meetings with all P-TECH partners, and minutes of all monthly Leadership Design Team meetings to continuously evaluate whether the project is on track to accomplish its goal -- enrollment of Sam Houston's first cohort of P-TECH students by the 2019-20 school year.

Bi-monthly Leadership Design Team meetings will provide opportunities for the Sam Houston P-TECH Coordinator to ensure that any problems with project implementation are addressed immediately via leadership and directives from Superintendent Martinez.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Statutory Requirement 1: Describe the proposed P-TECH or ICIA school structure and how the program will establish a recruitment and enrollment process that will meet the open-enrollment requirements of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sam Houston P-TECH will be operated as a no-cost, open-enrollment "school-within-a-school," serving up to 300 students at full scale by the 2022-23 academic year. The program will be housed on Sam Houston's campus, with transportation provided to SPC when needed for students who are taking college courses. P-TECH instructors will include traditional high school teachers at Sam Houston, high school teachers and SPC faculty who have been certified to teach dual-credit courses at Sam Houston, and faculty who teach college courses P-TECH students take on SPC's campus.

SAISD recognizes that education is not a one size fits all package. We are committed to growing the range of next-generation school options so that all students can attend their best fit school, regardless of their academic abilities or where they live. Sam Houston P-TECH will be the latest addition to SAISD's Choice Schools and Programs, a group of 12 whole schools or school programs that typically showcase a single, anchor model around which all teaching and learning happens. Some of these schools operate under non-traditional grade configurations, such as PK-8, PK-12, and 6-12. SAISD's Choice Schools and Programs currently include, but are not limited to, single-gender campuses, STEM academies, early college high schools (ECHS), dual-language schools, accelerated learning campuses and programs, Montessori schools, project-based learning schools/programs, and Lab Schools, where SAISD partners with local colleges and universities to train future teachers, and to pilot innovative, experimental approaches to instruction. Choice Schools and Programs are part of the district's effort to ensure that every student finds a "best fit school" where educators engage them intellectually by tapping into their specific interests and career aspirations, resulting improved academic performance, school climates, and whole-district outcomes.

In accordance with statutes that authorize this program, the Leadership Design Team will establish recruitment and enrollment processes and requirements for Sam Houston P-TECH that shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students, including those with limited English proficiency or who have failed a state administered assessment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment. Recruitment and enrollment policies for Sam Houston P-TECH will mirror all other Choice Schools and Programs. Students/families are must apply to their school of choice to demonstrate interest only between November 27th and January 31st of each year. If student interest exceeds the school or program's capacity, lotteries are hosted for entry grades each year. For elementary schools, entry grades are PK and kindergarten. For middle school, entry grade is 6th grade. For high school, including Sam Houston P-TECH, students enter in 9th grade. Students are notified of their initial acceptance status no later than the week of Feb. 20th. All lotteries are held after the open enrollment period, with all students notified of their final acceptance/wait list status by February 20th of each year.

The lottery is a blind, randomized, computerized process done at the district level. Students are placed into appropriate categories, then the online platform conducts the lottery according to an algorithm programmed with the lottery parameters. The Office of Access and Enrollment Services (OAES) determines lottery guidelines for each campus. All SAISD students and students outside the district will be eligible for enrollment in Sam Houston P-TECH, but SAISD will explore reserving at least 75% of seats for 9th-12th grade students who are currently attending Sam Houston and who are at-risk of dropping out, as defined by the TEC, §29.081, and/or who are traditionally under-represented in college, including potential first-generation college students, English learners, students who are economically disadvantaged, and students who receive special education services. This ensures compliance with the defined goals and purposes of the P-TECH program, specifically its focus on "increasing access for students who are traditionally underrepresented in higher education and the skilled workforce."

SAISD's Office of Access and Enrollment will assist with informing families about P-TECH to facilitate student recruitment. Options include Choice Schools and Programs information sessions, SAISD's annual "showcase" of schools and programs, presentations in middle school classes, campus open house events and/or local media coverage.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Statutory Requirement 2: Describe how you will provide for a program/course of study that enables a participating student to combine high school courses and postsecondary courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD will collaborate with SPC and faculty and Alamo Colleges administrators to establish course sequences and articulation agreements that will allow Sam Houston P-TECH students to earn industry-recognized certificates in CIS; an AAS degree in CIS; or 45 hours of college credit toward a BS in Mechanical Engineering along with their high school diploma. Sam Houston P-TECH will utilize non-traditional school schedules such as extended school days, and students will have up to six years to complete all requirements for their high school diploma, certificate, and AAS degree, along with all required work-based learning experiences.

Whenever possible, students will take dual credit courses to satisfy both foundational school requirements and course requirements for their certificate/degree program at SPC. All Sam Houston P-TECH students will take a TSI college placement exam upon entry to gauge their readiness for college-level study and their eligibility for enrollment in dual credit and/or college-level courses. Wraparound academic support will include mandatory TSI exam preparation for all students who do not demonstrate college readiness, held before and after school and/or during the school day.

Through existing articulation agreements with the Alamo Colleges and SPC, all credits earned will be seamlessly transferable to bachelor of applied arts and science (BAAS) programs in CIS offered by local universities such as Texas A&M University – San Antonio (TAMU-SA) or any one of the 16 Texas public universities that participates in THECB's Mechanical Engineering Voluntary Transfer Compact.

Statutory Requirement 3: Describe how you will allow participating students to complete high school and receive the required diplomas, certifications and work-based education experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

P-TECH will give SAISD students the flexibility to complete their high school and degree requirements in as many as six years. As part of this project/the planning phase for Sam Houston P-TECH, Leadership Design Team members will collaborate with representatives from SPC and the Alamo Colleges to establish course sequences and articulation agreements that will provide the basis for allowing students to accomplish this.

Students will take traditional high school courses immediately upon entry and, if they demonstrate college readiness via the TSI exam, students can begin taking dual-credit courses that count toward their foundation school program and college core curriculum requirements as soon as the 9th grade. Students' junior and senior years will be integrated with college courses that are required for the certificate and/or AAS degree but are outside the foundational school curriculum for all high school students in Texas. Grade- and age-appropriate work-based learning experiences will be woven throughout each year of study, and SAISD will explore options for summer experiences for those who wish to accelerate their time to graduation.

The Leadership Design Team and SPC will also develop a "profile" to assist in recruiting dynamic, experienced high school teachers and college faculty to educate Sam Houston P-TECH students, either on the school's camps or as part of a traditional college course that is taught at SPC.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):

Statutory Requirement 4: Describe how you will provide students with flexible class scheduling and academic mentoring. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through an innovative, first-of-its-kind collaboration with higher education partner SPC, new course sequences and articulation agreements will be developed to allow P-TECH students to complete their high school diploma, a certificate, and an AAS degree. Flexible class scheduling options for Sam Houston P-TECH students include extended school days to accommodate TSI test preparation, work-based learning experiences, mentoring, and academic tutoring, and up to two additional years to complete all required work-based learning experiences and college course requirements. Students will also have opportunities to experience work-based learning and/or accelerate their progression to graduation via summer internships and/or summer college courses offered by SPC on the college's campus. With summer courses, or if students are prepared to enroll in dual credit courses as soon as the 9th grade, completion of all required credentials could be possible in less than six years.

Leadership Design Team members will develop policies and procedures to ensure each P-TECH student receives academic mentoring at least every three weeks. "Attendance, Behavior, and Coursework (ABC)" checks will be performed by the Sam Houston P-TECH Director, Coordinator, or Counselor, where students' attendance, behavior, and performance in class/accumulation of credits are reviewed one-on-one with students. Parents will be notified of the status of each ABC check-up, and follow-up parent-teacher conferences will be scheduled as needed.

Statutory Requirement 5: Describe how you will provide the program at no cost to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD recently began covering the cost of dual credit and college courses for all students, including those who attend Choice Schools and Programs. The district has allocated approximately $650,000 to cover the cost of these courses for our students in 2017-18 with plans for similar allocations in 2018-19 and future years. This funding will allow SAISD to provide P-TECH to no cost for all students in perpetuity.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Statutory Requirement 6: Describe possible institutions of higher education partners and how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

St. Philip's College (SPC) – one of the five Alamo Colleges – will be our higher education partner, providing all dual-credit and college-level courses for Sam Houston P-TECH certificates and AAS degrees. SPC will work with SAISD over the next 16 months to develop a variety of "pathways" that will provide students with a clear progression from traditional high school courses to dual-credit, and eventually, college-level courses required for their chosen degree plan. Students will have opportunities to earn industry-recognized certificates and an AAS in CIS or 45 semester-credit-hours (SCHs) toward a BS in Mechanical Engineering.

CIS credits earned will be seamlessly transferable to bachelor of applied arts and science (BAAS) programs in IT offered by local universities such as Texas A&M University – San Antonio (TAMU-SA), allowing these students to complete undergraduate education for less than $10,000. And because of SPC's participation in the Texas Higher Education Coordinating Board's (THECB's) Mechanical Engineering Compact, all Engineering credits are guaranteed to transfer to any of the 16 public universities in Texas.

SPC faculty, the Alamo Colleges Director of High School Programs, and SPC's Dean of Applied Science and Technology will serve on the Sam Houston P-TECH Leadership Design Team, meeting monthly with SAISD to plan curriculum alignment, instructional materials, the instructional calendar, programs/courses of study, student enrollment and attendance policies, grading periods and policies, and administration of statewide assessments.

Statutory Requirement 7: Describe possible business partnerships that the school will establish, list the types of businesses, proposed work-based education for students and describe how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Accenture will partner with SAISD to provide work-based learning experiences to all Sam Houston P-TECH students and preference in interviewing and hiring for graduates who are qualified to fill open positions. Accenture is a global management consulting and professional services company that provides a strategy, consulting, digital, technology, and operations services, with clients in more than 120 countries around the world. In San Antonio, Accenture employs 1,300 individuals that provide strategy, consulting, digital, technology and operations services.

Accenture's involvement in this project builds on its existing partnership with the city of San Antonio, Bexar County, and SAISD that will provide up to 50 paid apprenticeships as a pilot for high school students and adults from the city's Eastside Education and Training Center, Sam Houston High School, and SPC. The objective of this apprenticeship program, announced this summer, is to expand it into a comprehensive year-round program in which students and adults can gain hands-on experience to better position themselves for entry-level jobs for careers in the digital economy. The apprenticeship program in San Antonio and SAISD's expanded partnership with Accenture for Sam Houston P-TECH are part of Accenture's plans to open 10 "innovation hubs" in cities around the U.S. in the next four years and to create 15,000 highly skilled new jobs in the process.

Two representatives from Accenture's Federal Services Division in San Antonio will serve on the P-TECH Leadership Design Team, meeting with SAISD and SPC monthly over the next 16 months to plan work-based learning experiences for all P-TECH students, including but not limited to: field trips, job shadowing, capstone projects, apprenticeships and/or internships. The Sam Houston P-TECH Coordinator will be the designated liaison to Accenture and future employer partners throughout Sam Houston's P-TECH planning and implementation phase, checking in via e-mail and phone weekly to maintain our partnership.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

Statutory Requirement 8: Describe how you will work with the Workforce Development Board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Sam Houston P-TECH Leadership Design Team will utilize Alamo Workforce Development Agency (WDA) occupation/industry employment projections to ensure we are preparing students for high-demand IT occupations, and, to ensure the relevancy in our programs of study, Leadership Design Team personnel will consult with the Alamo WDA when designing degree pathways for Sam Houston P-TECH students to ensure SAISD is informed of the latest workforce needs and/or trends in IT and Mechanical Engineering.

Statutory Requirement 9: Describe how you will ensure that P-TECH or ICIA students are entitled to the benefits of the Foundation School Program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sam Houston P-TECH Leadership Design Team members will ensure students are entitled to the benefits of the Foundation School Program when designing new course sequences and articulation agreements with SPC and Alamo Colleges. These newly developed degree "pathways" will allow students to simultaneously complete their Foundation School Program requirements and college course requirements, either through additional time to graduation (up to six years) or dual-credit courses that count for high school and college credit for students who demonstrate a sufficient level of readiness for college-level study in reading, writing, and math via the TSI college placement exam.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

TEA Program Requirement 1: Describe the team that will complete the implementation plan and how you will ensure the implementation plan is completed by the required due date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Sam Houston P-TECH Leadership Design Team will be responsible for completing the school's Implementation Plan. The group – comprised of SAISD's Deputy Superintendent of Schools, Assistant Superintendent for High Schools, the Sam Houston High School Principal, Senior Executive Director of Career and Technology, and the Sam Houston P-TECH Coordinator; representatives from Accenture's Federal Services Division in San Antonio as well as future business partners; Alamo Colleges' Director of High School Programs, and SPC's Dean of Applied Science and Technology – will meet bi-monthly to ensure the Implementation Plan is completed by the required due date. Frequent Leadership Design Team meetings will provide opportunities for the Sam Houston P-TECH Coordinator to ensure that any problems with project implementation are addressed immediately via leadership and directives from Superintendent Martinez.

TEA Program Requirement 2: Describe the committee structure that will be put into place to provide leadership, communication and decision making for the P-TECH or ICIA program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Sam Houston P-TECH Leadership Design Team will meet bi-monthly to provide leadership, communication, and decision-making for Sam Houston P-TECH over the next 16 months. After the school opens, the Sam Houston P-TECH Coordinator and Sam Houston Principal will be responsible for leadership, communication, and decision-making for the program, reporting to Assistant Superintendent for High School Leadership weekly.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 015907	Amendment # (for amendments only):

TEA Program Requirement 3: Describe the structures and systems that will be put into place to strengthen both the academic and social/emotional skills necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work-based educational experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each P-TECH student will be required to participate in "Attendance, Behavior, and Coursework (ABC)" checks at least once every three weeks. ABC checks – performed by the Sam Houston P-TECH Director, Coordinator, or one of two full-time Sam Houston Counselors – monitor students' attendance, behavior, and performance in class/accumulation of credits. Status is reviewed one-on-one with students, and parents are notified of their child's progress after each meeting, with follow-up parent-teacher conferences scheduled as needed. In addition, the P-TECH Coordinator and/or Sam Houston Counselors will host a one-day summer orientation for all incoming P-TECH students and their families where they will receive assistance with choosing their degree pathway and creating a plan for attaining college readiness via TSI exam preparation (if needed). P-TECH students will be encouraged to take advantage of several no-cost TSI exam prep programs offered by Alamo Colleges and The University of Texas at San Antonio (UTSA) during summers or afterschool, and Sam Houston Counselors will implement a new, daily TSI exam preparation class using "Kahn All In," a free, personalized learning program that students can access online from school or home. SAISD is one of only 19 school districts across the nation and one of only two urban school districts in Texas to partner with the College Board for Kahn All In.

Counselors will also work closely with personnel in Sam Houston's "Go Center" to ensure seniors are taking advantage of the vast array of support services SAISD currently offers for college exploration and enrollment. The GO Center provides personnel and technology resources to help all students prepare for college, including scholarships, assistance with obtaining financial aid, college transition coaching, help with goal setting and career planning, and off-campus college exploration activities. ABC checks will provide frequent opportunities to provide students with emotional support and links to social services throughout their time in school. All Sam Houston P-TECH students will also receive frequent instruction in workplace etiquette, professionalism, teamwork, and proper communication, accommodated by extended school days, online learning, or a combination of both.

TEA Program Requirement 4: Describe the methods and timeline that the campus will utilize to ensure that the campus becomes a Texas Success Initiative assessment site by 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sam Houston High School was designated as a TSI testing site in the 2016 academic year. The P-TECH Coordinator will be responsible for ensuring all testing site protocols are followed, including TSI Rule 4.55(b) that requires that all testing sites provide a Pre-Assessment Activity (PAA) for all test takers prior to test administration.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015907		Amendment number (for amendments only):		

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				

County-District Number or Vendor ID: 015907		Amount number (for amendments only):		

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
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